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ABSTRACT

A summary report on the backgrounds of the 1984 class of high school graduates is provided with comparisons by sex, based on findings of the College Board's Admissions Testing Program and the Student Descriptive Questionnaire. Narrative and statistical information covers students' educational and family backgrounds, with attention to: ethnic background and annual parental income by ethnic group; scores on the Scholastic Aptitude Test (SAT), Test of Standard Written English, and SAT Achievement Tests; type of high school; self-reported grades in high school by subject, and self-reported class rank by SAT average; number of years of study by subject; estimated high school grade point average; extracurricular activities in high school and plans for college; plans to ask college for special assistance, by areas of need and ethnic group; plans for advanced degrees; intended areas of study in college; advanced placement plans by honors course participation; housing preferences during college study; and estimated parental contribution toward applicant's education by SAT average. It was found that the average SAT verbal score rose one point from the previous year to 426, and the average mathematics score rose three points to 471. (SW)

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National
College-Bound Seniors, 1984

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Admissions Testing Program
THE COLLEGE BOARD

THE COLLEGE-BOUND SENIORS POPULATION

As this report is prepared, about half of the three million high school seniors of 1984 are in transition to about 3,000 colleges. About one-third of all high school seniors participated in the College Board's Admissions Testing Program (ATP). There they met the Scholastic Aptitude Test (SAT), the Test of Standard Written English (TSWE), the Student Descriptive Questionnaire (SDQ), and many of them, the Achievement Tests. By registering for and taking the examinations and by completing the SDQ, they created a fund of information about themselves and asked the College Board to report it to their high schools, to colleges and universities, and to scholarship programs.

Students use the score reports they receive to help select colleges or universities suitable to their interests and abilities. This process of self-selection, based on a common national standard, enables students to have their talents recognized irrespective of their economic, geographic, ethnic, or personal circumstances. It has contributed to individual mobility and to nationally representative student bodies at many higher education institutions.

High schools use score reports directed to them by their students to help the students plan for college, to help them select courses in their remaining years in secondary school, and to identify the need for curricular, special program, and counseling activities.

Colleges use the test score reports to supplement the academic record in admissions, to assist in course and program placement, to manage admissions counseling and financial aid programs, and to evaluate the curricular needs of their students.

Students participate in the ATP as sophomores, juniors, or seniors, some more than once during the three years. The most recent information resulting from their participation is stored for analysis. Beginning in the summer following their graduation from high school, the College Board produces a series of ATP Summary Reports.

Through these reports, the College Board contributes information needed for the rational and responsible management of college entrance and completion. Such management requires schools and colleges to understand the personal, social, and academic factors involved as college-bound seniors become affiliated with individual colleges or systems of colleges. Because ATP Summary Reports prepared for individual schools and colleges and groups of schools and colleges are released by the College Board only to the institutions for which they are prepared, each sees only a fraction of several larger populations of college-bound students. Reports, therefore, are also prepared at the national, regional, and state levels for comparison with institutional data and as a public record of the characteristics of the majority of students who enter college immediately after high school. These reports may be obtained from the College Board Regional Offices listed on the back cover of this report.

National College-Bound Seniors, the most comprehensive of all the reports, includes the records of all the 1984 seniors in the United States or abroad who registered for the "College Boards" by April of their senior year. The records include a handful of foreign nationals seeking higher education in the United States, but their participation rate is so small that it does not influence significantly the results described here.

The Admissions Testing Program (ATP) is a service of the College Board, a nonprofit membership organization that provides tests and other educational services for students, schools, and colleges. The membership is composed of more than 2,500 colleges, schools, school systems, and education associations. Representatives of the members serve on the Board of Trustees and advisory councils and committees that consider the programs of the College Board and participate in the determination of its policies and activities.

This booklet was prepared and produced by Educational Testing Service (ETS), which develops and administers the tests of the Admissions Testing Program for the College Board.

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National Report on College-Bound Seniors, 1984

HIGHLIGHTS

- The average Scholastic Aptitude Test verbal score rose one point from the previous year to 426 and the average mathematical score rose three points to 471. The combined increase of four points is the largest in any year since these reports were first prepared in 1972.
- The SAT-verbal average increased three points for men, while the average for women remained the same. The SAT-mathematical average increased four points for women and two points for men.
- The average score for the Test of Standard Written English rose by three-tenths of a point to 42.6. This is the largest increase since the test was introduced in 1975.
- The average of Achievement Test scores remained at 537 for the second consecutive year. The number of students taking Achievement Tests increased by 3 percent.
- The number of students taking the SAT increased slightly in 1984, even though the projected number of high school graduates declined 4 percent in that period.
- The percentage of students from nonpublic schools rose slightly for the seventh consecutive year, from 17 percent in 1977 to 20 percent.
- The percentage of ethnic minority students rose to an all-time high of 20 percent, largely because of an increase in Black and Oriental students.
- College-bound seniors took more courses in each of the academic area[illegible]than before, with the exception of biological sciences, sustaining a seven-yea[illegible]nd. The biggest increases were in mathematics and physical sciences, wh[illegible]nad larger increases for women than for men. Students reported taking more "honors or advanced placement" courses in all subjects.
- Business and commerce was the most popular area of intended college study for the sixth consecutive year. Interest in this area rose to its highest level this year, after leveling off somewhat in the three previous years. Women's interest in this area has tripled since 1973, and women now account for 57 percent of the intended majors. Health and medical was the second most popular area of intended college study.
- Interest in computer sciences declined after 10 years of dramatic increases, due entirely to a drop in interest by women. Approximately 1 in 10 seniors intended to major in this area.
- Interest in engineering declined slightly for the second consecutive year.
- Interest in education increased slightly, ending an eight-year decline. The SAT-verbal and SAT-mathematical averages of this group rose four and seven points, respectively, this year.
- The median family income reported rose 5 percent to $30,400 a year. The median estimated parental contribution toward college expenses was $1,650. About 1 in 4 families can contribute fully to the costs of education at public four-year colleges with average annual expense budgets of $4,900. Only 1 in 10 can contribute fully to the $9,000 average annual costs at private four-year colleges.

THE 1984 ATP NATIONAL REPORT

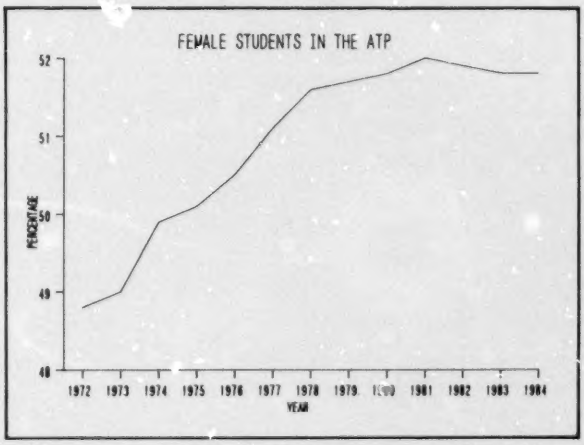
ONE MILLION COLLEGE-BOUND SENIORS

The one million students who take the SAT and respond to the Student Descriptive Questionnaire (SDQ) while they are in high school represent only about one-third of all 1984 high school graduates and about two-thirds of all graduates who go directly to college. As a result, what is reported here about these seniors who took the SAT cannot be taken as necessarily true of all 1984 high school graduates or all 1984 college freshmen. However, the high SDQ response rate of 90 percent means that the ATP Summary Reports are almost a complete description of the ATP participants. The number of students taking the SAT increased slightly in 1984, despite a Bureau of the Census estimate of a 6 percent decline in the number of 18-year-olds in 1984.

These students have attended large, medium, and small high schools in a variety of geographic settings. Students are asked whether they attend a "public" or "other than public" (nonsectarian or religiously sponsored independent) school. In 1984, 20 percent of the students came from nonpublic schools, up for the seventh consecutive year from the 17 percent of 1977.

WOMEN AND MEN

For the tenth consecutive year, the number of women registering for the tests of the ATP exceeded that of men (52 percent to 48 percent). However, after nine years of steady increases, the percentage of females has remained nearly level in the last three years. (See the graph below.)



Projections of high school graduates for 1984 estimate nearly equal proportions of men and women. Thus, women are aspiring toward higher education in a slightly higher proportion than male high school graduates.

SCHOLASTIC APTITUDE TEST SCORES

The population of students currently taking the SAT is characterized by the full range of abilities measured by the test, but is more academically able in comparison to all high school seniors. If all of the three million high school seniors were to take the SAT, their estimated average verbal score would be 376, and their estimated average mathematical score would be 411. The averages actually attained, as displayed in the table below, show that the population taking the SAT is self-selected and relatively more able as compared to all high school seniors.

Their average verbal and mathematical scores were 426 and 471, respectively. The verbal average increased by one point and the mathematical average increased by three points from the previous year. This four-point increase is the largest in any year since these reports began in 1972. The increase in the verbal average resulted from a three-point increase in the average for men, whereas that for women remained the same. (See the table below.) The mathematical average for women increased by four points, whereas the average score for men increased by two points.

SAT Score Averages for College-Bound Seniors, 1967-1984*

	Verbal			*Mathematical*		
	Male	*Female*	*Total*	*Male*	*Female*	*Total*
1967	463	468	466	514	467	492
1968	464	466	466	512	470	492
1969	459	466	463	513	470	493
1970	459	461	460	509	465	488
1971	454	457	455	507	468	488
1972	454	452	453	505	461	484
1973	446	443	445	502	460	481
1974	447	442	444	501	459	480
1975	437	431	434	495	449	472
1976	433	430	431	497	446	472
1977	431	427	429	497	445	470
1978	433	425	429	494	444	468
1979	431	423	427	493	443	467
1980	428	420	424	491	443	466
1981	430	418	424	492	443	466
1982	431	421	426	493	443	467
1983	430	420	425	493	445	468
1984	433	420	426	495	449	471

*The averages for 1967 through 1971 are estimates of the averages that would have been reported for college-bound seniors of those years if such reports had been produced.

Men outperform women on the verbal test with average scores of 433 versus 420. This difference by sex has widened from 3 points in 1976 to 13 points in 1984. Part of the difference may be due to the larger number of women taking the test.

The difference in male and female mathematical averages narrowed for the second year in a row, from 50 points in 1982 to 46 points. This difference is greater for students with an outstanding high school record. Men in the top tenth of their

class have a mathematical average that is 59 points higher than that of women in the top tenth of their class. However, women in the top tenth gained 7 points (compared to only 2 points for men) and reduced this difference from 64 points last year. In an era when women are redefining their roles and are aspiring in greater numbers toward advanced degrees and toward study in business and commerce, engineering, and computer sciences, the disparity between mathematical averages by sex is still large. However, there are signs that it is lessening, possibly because of an increase in the study of high school mathematics by women.

READING COMPREHENSION AND VOCABULARY SUBSCORES

Of the four types of questions in the verbal section, two types—the sentence completions and the reading passages—yield the reading comprehension subscore. The analogies and antonyms produce the vocabulary subscore. Verbal subscores are reported in two digits on a 20-to-80 point scale. The average reading comprehension score was 42.8 (or 428 on the familiar College Board 200-to-800 scale) and the vocabulary average was 42.6 (or 426).

TEST OF STANDARD WRITTEN ENGLISH

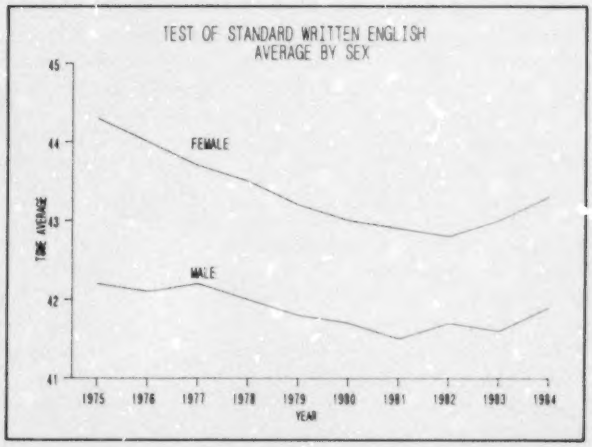
Research demonstrated that the Test of Standard Written English (TSWE) is effective in helping colleges, particularly those with diversified student bodies, to place students in the most appropriate English courses. The test is shorter (30 minutes) and easier than the English Composition Achievement Test. It evaluates students' ability to recognize standard written English, the language of most college textbooks and the one they will be expected to use in the papers they will write for most college courses. Scores on the test are reported in two digits on a 20-to-60+ scale. Because the test is not intended to distinguish among students whose command of standard written English is superior, the score scale is deliberately truncated at 60+.

The average TSWE score for the sexes combined rose to 42.6 (or 426 on the 200-to-800 scale) from 42.3 the previous year. The average for women increased for the second consecutive year to 43.3 from 43.0 the previous year. The average for men also increased, to 41.9 from 41.6. (See the graph in the next column.)

The difference by sex in the TSWE scores is the opposite of that found in the verbal section of the SAT: women have higher scores on this test. However, for the first time since the test was introduced, scores for both men and women increased (by three-tenths of a point each) in the same year.

ACHIEVEMENT TEST SCORES

The Achievement Test series includes one-hour multiple-choice tests in 13 academic subjects. About 1 in 5 students who take the SAT also take one or more Achievement Tests. They typically take three, two of which are almost always the English Composition Test and one of the two levels of mathematics tests. One-fifth of those who take Achievement Tests



take Mathematics Level II (the more advanced level), but almost three-quarters include Mathematics Level I in their series. Third and fourth in popularity are American History and Biology; more than one-fifth choose each. Fewer candidates select the remaining tests, as they round out their series of three with a test in a subject in which they feel prepared, or with one specified by a college they plan to attend.

This report includes Achievement Test score distributions for the 14 tests and a score distribution for the average of the tests taken by each candidate (Table 4). Score averages for each test appear in the tables as well as the average SAT-verbal and -mathematical scores for those taking each test. The SAT averages allow comparison of the verbal and mathematical abilities of the self-selected group taking each Achievement Test with those of the total SAT population (Table 1). In terms of these aptitude measures, the most able students took the Mathematics Level II, Physics, Chemistry, and Latin tests. The least able students were those taking the Spanish, Literature, Mathematics Level I, and American History tests. However, only 1 in 4 students who take the SAT have scores at least as high as the SAT average of those who take the Achievement Tests.

The number taking Achievement Tests increased by 3 percent. The number taking the Literature and Mathematics Level II tests increased by 10 and 7 percent, respectively. However, the number taking the German and Hebrew tests decreased.

The average of scores on the Achievement Tests remained at the 537 of the previous two years, the highest level since 1976. However, the average SAT-verbal and -mathematical mean scores of Achievement Test takers increased 4 and 5 points, respectively, this year. Because the number of students taking Achievement Tests has declined by one-third since 1973, the 10-point increase in the Achievement Test average since 1973 may be attributed to the increasingly self-selected nature of the group that submits these scores for admission to the more selective colleges and universities.

ACADEMIC ACCOMPLISHMENTS IN HIGH SCHOOL

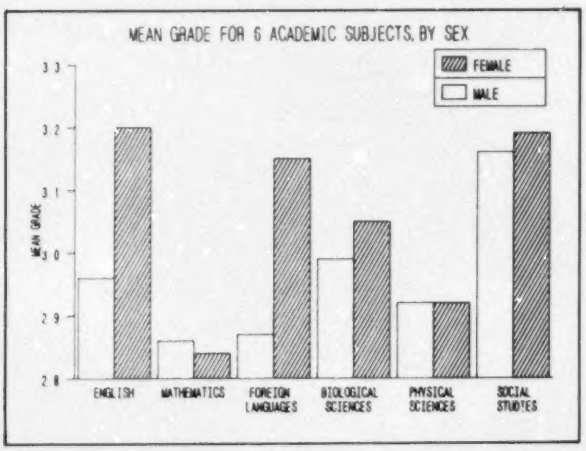
Students answer several questions about their academic performance in high school—their class rank, latest grade in

each of six academic subject areas, years of study in each of the areas since the beginning of ninth grade, whether the grade was earned in an "advanced, accelerated, or honors" course, and how many scholastic honors or awards they received.

Students report their latest grade and expected years of study in each of six academic subject areas. These grades are converted to a grade point average (GPA) by using a four-point scale weighted by the expected years of study.

From 1975 to 1981, college-bound seniors came from progressively lower ranks of their high school classes; the median percentile rank declined from 78.7 to 74.9. After two stable years, the median percentile rank again declined in 1984, to 74.2. The mean high school grade point average also declined, from 3.06 to 3.04, down from a high of 3.12 in 1976. Both the median percentile rank and the mean grade point average are higher for females (74.9 and 3.09, respectively), than for males (73.4 and 2.98, respectively), differences that have been relatively stable for the past eight years.

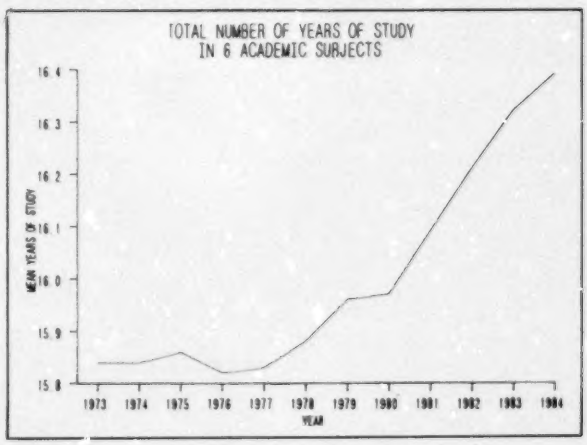
By subject matter, the average grade for the sexes combined ranged from 2.85 in mathematics to 3.17 in social studies. Although males have a slightly higher average in mathematics, females have substantiaily higher averages in foreign languages and English, and somewhat higher averages in biological sciences and social studies. For the fourth consecutive year, men and women reported identical averages in the physical sciences. (See the graph below.)



In English and mathematics, the largest percentages of students (20 and 17 percent, respectively) indicated that their latest grade had been earned in an advanced, accelerated, or honors course. Each of the six academic areas experienced an increase of study in honors courses from last year, ranging from 10 percent for biological and physical sciences to 6 percent for mathematics. Women are more inclined than men to take honors courses in English and foreign languages. Men take more honors courses in mathematics and physical sciences. In biological sciences and social studies, the number taking honors courses is about evenly divided.

Students are also asked about their plans to apply for advanced placement, credit-by-examination, or exemption from required college courses (Table 16). They are most likely to plan to apply for credit or exemption in English (26 percent), followed by mathematics (23 percent), social studies (14 percent), foreign languages (12 percent), physical sciences (11 percent), biological sciences (9 percent), and art and music (6 percent). Students who indicated that they studied an honors or advanced placement course indicated that they plan to apply for credit or exemption at two to three times the rate of those who did not take honors courses. The percentage planning to apply has increased since 1978 in every subject but art and music.

The average number of expected years of study in the six academic areas was stable between 1973 and 1977. However, in the last seven years, there have been noticeable increases, from a total of 15.83 years in 1977 to 16.39 in 1984. (See the graph below.) On the average, more than half of the 1984 seniors took one more course than the 1977 seniors. The additional study most frequently was in mathematics or physical sciences. It is notable that during this period of increased mathematics and science study, the average SAT-mathematical score fell each year until 1981, then rose in each of the past three years.

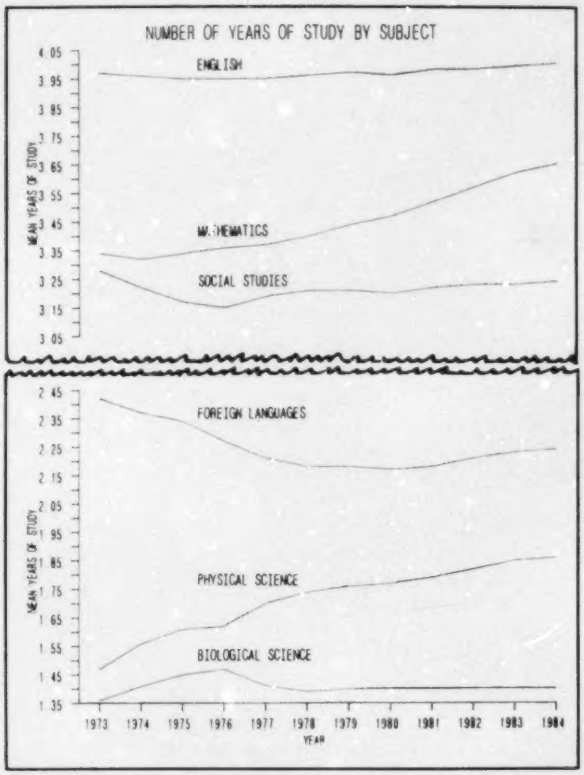


The 1984 seniors expected to have studied an average of more than four academic subjects during each of the four years of high school. More than 9 out of every 10 indicated that they expected to have studied English 4 or more years before graduating. More men than women (72 versus 59 percent) expected to have completed 4 or more years of mathematics. About 40 percent expected to study 4 or more years of social studies, and no more than 1 in 5 expected to study as much in other areas.

Men generally take more courses in mathematics and physical sciences, and women take more foreign language courses. Since 1973, students of both sexes have shifted away from study of foreign languages and toward study in mathematics and physical sciences. However, for the last three years foreign language study has increased and has now surpassed the level of 1977. (See the graph on the right.) The shift by women toward study in mathematics has acceler-

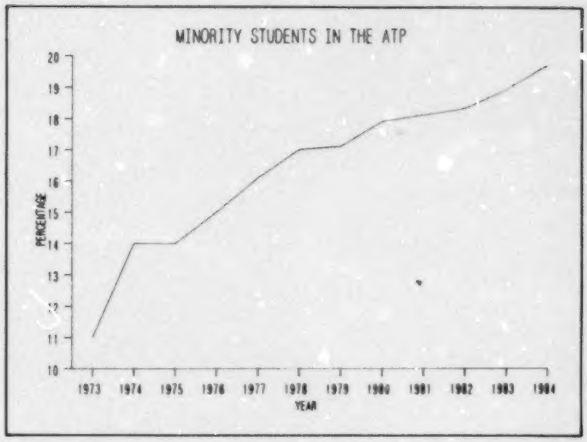
ated in the past eight years. As compared with their counterparts of 1973, 59 percent of women now expect to complete 4 or more years of mathematics, versus 37 percent then. The rate of increase in the study of mathematics by women has been nearly twice that of men.

Sixty-nine percent reported themselves to be in the highest two-fifths of their high school class, and nearly all the remainder reported they were in the middle fifth (Table 7). Only 4 percent reported they were in the lower two-fifths of their class. Of those whose SAT average was 600 or above, 88 percent ranked in the top fifth of their class; of those with averages below 400, only 18 percent were in the top fifth of their class. From 1976, when the self-reported class rank by SAT average was first reported, to 1983, the verbal mean of those in the top tenth declined from 524 to 508, the mathematical mean from 580 to 570. This year the verbal and mathematical means rose to 511 and 575, respectively.



MINORITY AND MAJORITY

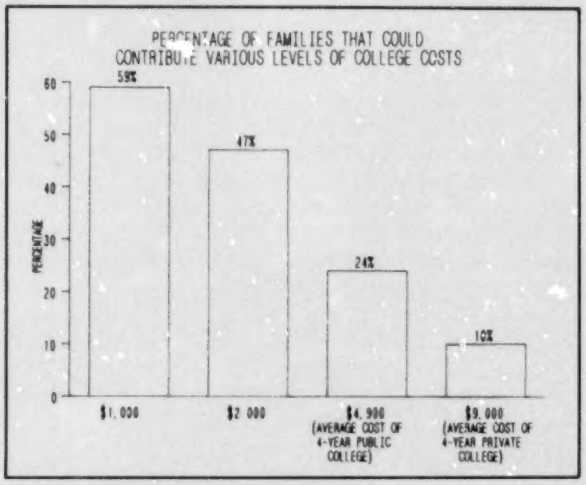
The percentage of students who describe themselves as belonging to an ethnic minority increased from 18.9 percent in 1983 to 19.7 percent. (See the graph in the next column.) The increase from 11 percent in 1973 has been substantial. Of those identifying themselves as minority, 46 percent were Black; 23 percent were Oriental; and 17 percent were Mexican-American or Puerto Rican. The percentage of all students who are Oriental increased for the eighth consecutive year and has more than doubled from 2.0 percent in 1975 to 4.5 percent in 1984. After three consecutive years of decline in the percentage of students who are Black, the percentage rose this year to the same level as 1980, 9.1 percent, the highest ever. Women constitute 60 percent of those who identify themselves as Black and 49 percent of those who identify themselves as Oriental, compared to 52 percent for all students. A report, *Profiles, College-Bound Seniors, 1984,* containing more information by ethnic group on the 1984 seniors will be available from the College Board, Box LW, 888 Seventh Avenue, New York, NY 10106 in November 1984.



POOR AND RICH

The median family income reported is $30,400, up 5 percent from $29,000 last year. Median incomes by ethnic group range from a low of $16,000 for Blacks to a high of $32,900 for Whites. Fewer Blacks (20 percent) than members of any other ethnic group reported incomes over $30,000. However, Blacks reported the largest gain in median income from the previous year (7 percent), followed by Whites and American Indians (5 percent each), Puerto Ricans (4 percent), and Mexican-Americans and Orientals (2 percent each). The percentage of all families with incomes over $30,000 increased to 51 percent from 48 percent last year. Approximately 1 in 5 report incomes of $50,000 or more per year.

Parental income (Table 10) is combined with other information students report about how many persons are dependent on their parents for financial support, and how many of those persons will be in college during their freshman year. From such combinations, estimates of the amount of money that parents can be expected to contribute toward the cost of 1984 seniors' further education are calculated according to College Scholarship Service standards. (See Table 11.) The median parental contribution is $1,650 for all students and $1,110 for those indicating plans to apply for financial assistance. For those students who responded to the question about parents' income without considering sources of income other than wages or salaries, the estimates of parental contribution are lower than those reported by the College Scholarship Service in more detailed needs-analysis documents. This is more likely to happen at the upper end of the income scale.



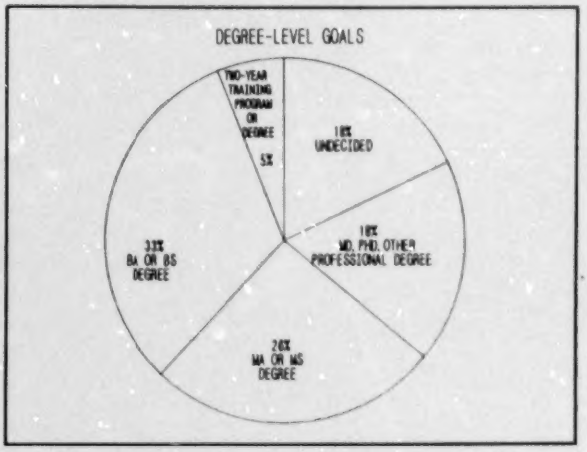
Ethnic groups vary dramatically as to parents' ability to contribute toward higher education costs. Median contributions are $0 per year for parents of Black and Puerto Rican students (that is, at least one-half could not contribute any amount), $230 for Mexican-Americans, $620 for American Indians, $900 for Orientals, and $2,030 for Whites. Only 24 percent of the families can contribute fully to the annual cost of education at public four-year institutions, which averages about $4,900. Only 10 percent will be able to contribute fully to the annual cost of education at private four-year colleges and universities, which averages about $9,000. (See the graph above).

Of those responding to the question on financial assistance, 77 percent indicated plans to apply for financial aid. Since 1978, when plans to apply for financial aid were first reported, student responses revealed an accelerated interest in those plans, from 69 percent in 1978 to 77 percent in 1984. The smaller the estimated parental contribution to education, the higher the incidence of plans to apply for financial aid. More than 9 in 10 whose parents can make no contribution plan to apply for financial aid; 4 in 10 whose parents can contribute $10,000 or more a year plan to apply for financial aid (Table 11).

Of the students taking the SAT, only 5 percent (approximately 50,000) have an SAT average of 500 or above and parents able to contribute $8,000 or more to their education. Thus, the pool of potential applicants who can afford to pay the bills at colleges with high costs and whose aptitude is probably strong enough to meet the intellectual challenges of the more competitive colleges is severely limited.

PLANS FOR ADVANCED DEGREES

Eighteen percent of the students indicated they were undecided about the highest level of education they plan to complete, a steady decrease from 27 percent in 1973. Very few (5 percent) indicated plans to complete only a two-year program, while 45 percent plan to complete an advanced or professional degree. (See the graph in the next column.) Women are more likely than men to want to go no further than the baccalaureate degree (39 versus 36 percent). Although men used to be twice as likely as women to aspire toward an M.D., Ph.D., or other professional degree (23 versus 11 percent in 1973), in 11 years this difference has almost disappeared (19 versus 18 percent in 1984). Whereas plans for a professional degree have been relatively stable since 1973, plans for a master's degree have increased from 19 percent in 1973 to 26 percent in 1984.



HELP WANTED

In response to questions about the kind of assistance students may want to receive outside of regular college course work, 40 percent indicated they desired assistance in finding part-time work, 33 percent in educational counseling, and 25 percent in vocational or career counseling. About 1 in 4 desire assistance in developing study skills and no more than 1 in 5 in each of the areas of basic skills development in mathematics, writing, and reading. Despite a nationwide concern for the writing skills of entering college freshmen, only 1 in 7 indicated plans to seek help in this area. Minority students are more likely to ask for help in one or more areas. For example, 95 percent of Black students plan to ask for assistance in one or more areas versus 81 percent of White students. These patterns of response have remained relatively unchanged for the past 11 years.

Students also want help in obtaining recognition in areas in which they excel. The proportion of students who plan to apply for college course credit or advanced placement was 55 percent, a steady increase from 47 percent in 1977.

INTENDED AREAS OF STUDY IN COLLEGE

Over 200 fields of study are grouped under 29 curricular areas in the questionnaire. Students respond by indicating their first and second choices, but only the first choices are reported here. They are organized by broad area (arts and humanities, for example) in Table 14 and by specific field (city planning, for example) in Table 15.

The six most popular curricular areas in descending order

were: business and commerce (19.1 percent); health and medical (15.1 percent); engineering (12.0 percent); computer science/systems analysis (9.7 percent); social sciences (7.3 percent); and education (4.6 percent).

Top Six Intended Areas of Study

	% *Males*	% *Females*	% *Total*
Business and Commerce	17.6	20.5	19.1
Health and Medical	9.2	20.3	15.1
Engineering	21.4	3.6	12.0
Computer Science/ Systems Analysis	12.1	7.7	9.7
Social Sciences	7.3	7.4	7.3
Education	2.1	6.8	4.6

For the sixth consecutive year, business and commerce was the most popular area, having deposed health and medical. Increase in interest in business and commerce rose sharply from 1973 to 1980, leveled off from 1980 to 1983, but resumed its upward trend this year. It is the most popular area ever recorded in these reports. Female interest increased again, having nearly tripled since 1973 (7 percent in 1973 to 20.5 percent in 1984). Females now account for 57 percent of all intended business and commerce majors, compared to only 36 percent in 1973.

After eight consecutive annual increases, interest in engineering declined slightly for the second consecutive year. Engineering is still the most popular intended area of study (21.4 percent) for men. Female interest in engineering, although still relatively small, doubled since 1978 and quadrupled since 1975 to 3.9 percent in 1983; however, it declined slightly to 3.6 percent in 1984.

Interest in computer sciences waned for the first time in 10 years, after increasing almost tenfold. Interest on the part of men increased slightly, but for the first time women's interest declined, from 8.5 to 7.7 percent

Intended Area of Study Trends, 1977-1984

Increasing in Interest	*Decreasing in Interest*	*Trend not Clear*
Business and Commerce	Agriculture	Engineering
Communications	Architecture/Environmental Design	Health & Medical
Computer Science	Art	Military Science
	Biological Sciences	Psychology
	Education	Social Sciences
	English & Literature	
	Foreign Languages	
	Forestry/Conservation	
	Geography	
	History & Cultures	
	Home Economics	
	Library Science	
	Mathematics	
	Music	
	Philosophy & Religion	
	Physical Sciences	
	Theater Arts	
	Trade & Vocational	

The eight-year decline in interest in education was halted this year; the 1984 seniors expressed a slight increase in interest (.1 percent, about evenly divided between the sexes). Interest in the health and medical area increased for the second consecutive year, after six years of annual decreases.

Subject area choices differ greatly by sex. For males, the most popular choice is engineering (21.4 percent, down slightly from the previous year), followed by business and commerce (17.6 percent), computer sciences (12.1 percent), health and medical (9.2 percent), and social sciences (7.3 percent). For females, the most popular choices are business and commerce (20.5 percent), health and medical (20.3 percent), computer sciences (7.7 percent), social sciences (7.4 percent), and education (6.8 percent). Business and commerce regained its position as the top choice of women after being deposed by health and medical the previous year. The lists below show those areas of study that are predominantly male and those that are predominantly female.

Intended Areas of Study Primarily Sought by One Sex

Predominantly Male	% *Male*	*Predominantly Female*	% *Female*
Military Science	90%	Home Economics	87%
Engineering	84%	Library Science	87%
Forestry/ Conservation	81%	Foreign Languages	83%
Architecture/ Environmental Design	77%	Psychology	81%
Geography	75%	Education	79%
Physical Sciences	69%	Theater Arts	73%
Agriculture	68%	Health and Medical	71%
Philosophy and Religion	65%	Art	71%
History and Cultures	63%	English/Literature	69%

The most popular specific fields of study were business management and administration (6.6 percent), accounting (4.5 percent), premedicine (4.4 percent), computer sciences (4.3 percent), prelaw/law (3.5 percent), and registered nursing (3.2 percent). Business management and administration and premedicine had the largest increases in interest among the specific fields of study.

Table 14 contains the mean SAT-verbal and -mathematical scores by area of study. The four highest ranking verbal averages were found among those choosing English/literature (520), physical sciences (501), history and cultures (494), and foreign languages (483). The lowest average verbal scores were found among trade and vocational (346), ethnic studies (378), home economics (384), and education (398). The four highest ranking mathematical averages were found among those choosing mathematics (578), physical sciences (564), engineering (543), and biological sciences (513). The lowest average mathematical scores were found among ethnic studies (376), trade and vocational (383), home economics (408), and art (421). In an era of national concern for the abilities of teachers, it is worth noting that the SAT-verbal and -mathematical averages of those intending to major in education rose 4 and 7 points, respectively, over 1983.

HOUSING

More than half (58 percent) wish to live in a dormitory during their first two years of college, a quarter (24 percent) at home, 14 percent in an apartment, and 4 percent in a fraternity or sorority house. Since 1974, when dormitory preferences were distributed almost evenly between single-sex and coeducational, there has been a shift from single-sex to coed (21 and 37 percent, respectively, in 1984). Those interested in a single-sex dormitory are more likely to be women (25 percent) than men (16 percent). With the exception of the shift away from preference for single-sex dormitory living, other housing choices have remained relatively stable over recent years.

EXTRACURRICULAR ACTIVITIES

More than two-thirds (70 percent) of the students were active in athletics in high school; 44 percent in social or community clubs; 43 percent in art, music, or dance; 35 percent in religious organizations; 28 percent in journalism, debating, or dramatics; 24 percent in student government; 13 percent in departmental or preprofessional clubs; and 7 percent in ethnic organizations. Most of the students plan a reduction in extracurricular activities while in college, particularly in athletics and religious organizations. The only activities in which students plan to be more active in college than in high school are departmental or preprofessional clubs and social or community clubs. With the exception of athletics, the rate of participation of women is greater than that of men in high school, and women plan to be more active than men in college.

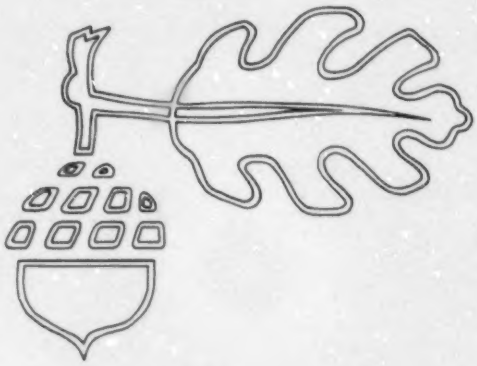
ACCOMPLISHMENT AND AMBITION

The information in the following tables suggests that the majority of the 1984 seniors who took tests of the Admissions Testing Program are scholastically apt among their peers. The information also indicates that they studied the traditional academic subjects in high school to a greater extent than their predecessors, especially mathematics and physical sciences. Their intended areas of study and career plans reflect changing roles and ambitions for women and for careers in professions where opportunity is expanding and technology is developing. Fewer are undecided as to the extent of their degree ambitions, or the field of study in which to concentrate, than their predecessors. Most come from families that cannot contribute fully to the costs of their education at four-year public or private colleges and universities. The percentage from nonpublic schools and from minority groups reached their highest points since these reports began.

COLLEGE BOARD ATP SUMMARY REPORTS

NATIONAL

1983-84 COLLEGE-BOUND HIGH SCHOOL SENIORS



This report summarizes the most recent College Board ATP records of 1983-84 seniors who registered for SAT or Achievement Tests at any time during their high school years. The April 1984 administration is the most recent one from which records are included.

	Male	Female	Total
Number in This Report			
* Total	500,271	537,543	1,037,814
* with SAT Scores	464,910	499,829	964,739
* with at Least One ATP Achievement Test	100,041	98,392	198,433
* with at Least One Student Descriptive Questionnaire (SDQ) Response	443,189	491,801	934,990

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I. TEST SCORES

TABLE 1: Scholastic Aptitude Test (SAT) Scores

VERBAL							MATH					
Male		Female		Total			Male		Female		Total	
Number	%	Number	%	Number	%	Score	Number	%	Number	%	Number	%
873	0	715	0	1,588	0	750-800	5,846	1	1,156	0	7,002	1
4,400	1	3,404	1	7,804	1	700-749	18,760	4	6,707	1	25,467	3
10,597	2	8,723	2	19,320	2	650-699	33,452	7	17,388	3	50,840	5
22,696	5	19,071	4	41,767	4	600-649	46,420	10	30,905	6	77,325	8
39,634	9	35,367	7	75,001	8	550-599	57,868	12	46,636	9	104,504	11
57,405	12	56,149	11	113,554	12	500-549	67,578	15	65,294	13	132,872	14
72,787	16	76,350	15	149,137	15	450-499	69,943	15	79,638	16	149,581	16
80,362	17	88,499	18	168,861	18	400-449	58,761	13	77,858	16	136,619	14
71,264	15	81,942	16	153,206	16	350-399	49,868	11	75,466	15	125,334	13
52,636	11	63,915	13	116,551	12	300-349	34,674	7	59,090	12	93,764	10
33,595	7	42,206	8	75,801	8	250-299	18,319	4	33,257	7	51,576	5
18,630	4	23,464	5	42,094	4	200-249	3,392	1	6,409	1	9,801	1
464,879		499,805		964,684		Number	464,681		499,804		964,685	
433		420		426		Mean	495		449		471	
112		109		110		Standard Deviation	122		112		119	

TABLE 2: SAT-Verbal Subscores

Reading Comprehension							Vocabulary					
Male		Female		Total			Male		Female		Total	
Number	%	Number	%	Number	%	Score	Number	%	Number	%	Number	%
1,710	0	1,387	0	3,097	0	75-80	1,577	0	1,167	0	2,744	0
4,833	1	4,024	1	8,857	1	70-74	5,273	1	4,040	1	9,313	1
13,649	3	11,405	2	25,054	3	65-69	11,324	2	8,915	2	20,239	2
19,943	4	17,563	4	37,506	4	60-64	24,208	5	20,330	4	44,538	5
41,850	9	39,804	8	81,654	8	55-59	38,429	8	33,687	7	72,116	7
55,056	12	54,456	11	109,512	11	50-54	61,002	13	59,504	12	120,506	12
76,609	16	81,191	16	157,800	16	45-49	65,753	14	68,530	14	134,283	14
73,016	16	79,550	16	152,566	16	40-44	80,629	17	88,696	18	169,325	18
66,998	14	76,486	15	143,484	15	35-39	65,270	14	75,724	15	140,994	15
55,598	12	66,517	13	122,115	13	30-34	53,554	12	65,253	13	118,807	12
32,814	7	40,528	8	73,342	8	25-29	32,765	7	41,186	8	73,951	8
22,766	5	26,872	5	49,638	5	20-24	25,027	5	32,724	7	57,751	6
464,842		499,783		964,625		Number	464,811		499,756		964,567	
43.4		42.3		42.8		Mean	43.4		41.9		42.6	
11.6		11.4		11.5		Standard Deviation	11.7		11.4		11.5	

TABLE 3: Test of Standard Written English (TSWE) Scores

	Male		Female		Total	
Score	Number	%	Number	%	Number	%
60+	17,197	4	23,470	5	40,667	4
55-59	44,734	10	56,506	11	101,240	10
50-54	68,249	15	81,654	16	149,903	16
45-49	76,649	17	87,308	17	164,157	17
40-44	69,773	15	75,859	15	145,632	15
35-39	66,281	14	66,526	13	132,807	14
30-34	47,349	10	44,810	9	92,159	10
25-29	37,120	8	32,952	7	70,072	7
20-24	37,320	8	30,719	6	68,039	7
Number	464,872		499,804		964,676	
Mean	41.9		43.3		42.6	
Standard Deviation	11.0		10.8		10.9	

TABLE 4: Achievement Test Scores

Average of Scores Number	%	English Composition Number	%	Score	Mathematics Level 1 Number	%	American History Number	%
1,094	1	1,228	1	750-800	1,748	1	503	1
5,972	3	6,719	4	700-749	5,751	4	1,469	3
15,409	8	14,278	8	650-699	13,203	9	2,999	7
28,130	14	23,044	13	600-649	21,054	14	5,261	12
38,417	19	28,737	16	550-599	29,570	20	7,093	16
41,805	21	31,548	17	500-549	30,170	21	7,950	18
34,752	18	30,927	17	450-499	21,489	15	8,005	18
21,700	11	23,774	13	400-449	15,832	11	6,079	14
8,871	4	15,483	8	350-399	6,169	4	3,500	8
2,048	1	6,117	3	300-349	1,490	1	933	2
222	0	1,512	1	250-299	211	0	78	0
13	0	272	0	200-249	6	0	1	0
198,433		183,639		Number	146,693		43,871	
537		518		Mean	542		521	
89		102		Standard Deviation	93		98	
512		515		SAT-Verbal Average	503		519	
569		571		SAT-Math Average	560		554	

Biology Number	%	Mathematics Level 2 Number	%	Score	Chemistry Number	%	Spanish Number	%
677	2	7,444	18	750-800	1,453	4	1,442	5
2,769	6	7,952	19	700-749	2,940	8	1,797	7
5,205	12	9,103	22	650-699	4,476	12	1,837	7
6,731	16	8,326	20	600-649	6,031	17	2,479	9
7,645	18	5,041	12	550-599	7,088	19	3,201	12
7,086	16	1,659	4	500-549	6,338	17	3,981	15
5,506	13	1,007	2	450-499	4,693	13	4,193	16
4,093	9	659	2	400-449	2,449	7	4,082	15
2,263	5	349	1	350-399	833	2	2,754	10
929	2	121	0	300-349	116	0	808	3
234	1	34	0	250-299	2	0	27	0
28	0	7	0	200-249	0	0	1	0
43,166		41,702		Number	36,419		26,602	
550		659		Mean	573		528	
105		92		Standard Deviation	97		119	
531		553		SAT-Verbal Average	541		500	
579		650		SAT-Math Average	629		548	

French Number	%	Literature Number	%	Score	Physics Number	%	German Number	%
974	4	94	1	750-800	1,340	8	237	8
1,399	6	805	4	700-749	1,669	10	382	13
2,118	9	1,711	9	650-699	2,545	15	327	11
2,855	12	2,361	13	600-649	2,920	17	322	11
3,624	16	2,928	16	550-599	2,890	17	401	14
3,825	16	3,093	17	500-549	2,507	15	408	14
3,658	16	2,953	16	450-499	1,892	11	390	14
2,840	12	2,147	12	400-449	891	5	258	9
1,532	7	1,606	9	350-399	220	1	150	5
332	1	656	4	300-349	16	0	10	0
27	0	242	1	250-299	0	0	0	0
0	0	23	0	200-249	0	0	0	0
23,184		18,619		Number	16,890		2,885	
544		521		Mean	597		578	
109		106		Standard Deviation	100		117	
545		527		SAT-Verbal Average	541		547	
575		533		SAT-Math Average	651		588	

TABLE 4 (Continued): Achievement Test Scores

European History Number	%	Latin Number	%	Score	Hebrew Number	%
70	3	116	5	750-800	65	16
144	5	195	8	700-749	49	12
248	9	273	11	650-699	77	19
371	14	343	14	600-649	70	18
424	16	352	14	550-599	48	12
530	20	398	16	500-549	28	7
421	15	387	15	450-499	25	6
272	10	310	12	400-449	21	5
113	4	122	5	350-399	11	3
26	1	11	0	300-349	3	1
1	0	0	0	250-299	1	0
0	0	0	0	200-249	0	0
2,620		2,507		Number	398	
548		558		Mean	625	
100		109		Standard Deviation	115	
565		571		SAT-Verbal Average	546	
561		598		SAT-Math Average	586	

II. HIGH SCHOOL RECORD

TABLE 5: Latest, Self-Reported Grades by Subject (1983-84 SDQ Questions 12-17)

	English		Mathematics		For. Languages		Bio. Sciences		Phy. Sciences		Soc. Studies	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%	%	%	%	%
A (4.0)	25.3	36.8	27.0	26.2	29.6	41.6	30.4	33.4	28.0	27.2	37.5	39.4
B (3.0)	48.5	47.8	39.0	39.0	36.5	36.3	42.6	42.3	41.4	42.5	43.1	42.2
C (2.0)	23.3	14.0	27.1	27.6	25.2	17.4	22.8	20.6	25.4	25.3	17.0	16.0
D (1.0)	2.6	1.2	5.9	6.2	6.3	3.4	3.7	3.3	4.2	4.2	2.1	2.1
F (0)	0.3	0.1	0.9	0.8	1.5	0.8	0.4	0.3	0.6	0.6	0.2	0.2
Pass	0.1	0.1	0.2	0.2	0.8	0.4	0.2	0.2	0.4	0.4	0.1	0.1
Number Responding	423854	472743	423118	473182	363882	427578	403616	456710	394963	425532	421075	471133
Mean Grade (by Sex)	2.96	3.20	2.86	2.84	2.87	3.15	2.99	3.05	2.92	2.92	3.16	3.19
Mean Grade (Total)	3.09		2.85		3.02		3.02		2.92		3.17	
Percent Honors Courses	17.4	21.6	18.7	16.3	8.5	9.6	12.2	12.1	13.8	11.7	12.4	12.6
Percent Honors (Total)	19.6		17.4		9.1		12.1		12.7		12.5	

TABLE 6: Number of Years of Study by Subject (1983-84 SDQ Questions 6-11)

	English		Mathematics		For. Languages		Bio. Sciences		Phy. Sciences		Soc. Studies	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%	%	%	%	%
No Courses	0.2	0.1	0.2	0.3	15.5	10.2	5.2	3.7	5.6	9.3	0.7	0.5
One Year	1.0	0.7	1.1	1.5	13.7	12.2	62.2	60.8	25.1	35.7	2.0	1.9
Two Years	1.4	0.9	6.8	11.1	36.0	33.3	25.0	28.0	36.8	36.0	15.6	16.5
Three Years	5.0	4.2	20.0	28.1	19.8	22.4	5.0	5.2	25.4	15.7	40.3	42.6
Four Years	83.8	83.1	56.3	48.6	12.0	17.0	1.9	1.6	5.5	2.6	35.7	32.8
Five or More Years	8.6	10.9	15.5	10.4	3.0	4.9	0.7	0.6	1.7	0.8	5.8	5.6
Number Responding	425592	476139	425237	475785	422354	473532	423631	474356	423096	473037	422645	473067
Mean Number Years	3.97	4.02	3.78	3.54	2.08	2.38	1.38	1.42	2.05	1.69	3.26	3.22
Mean Number (Total)	4.00		3.65		2.24		1.40		1.86		3.24	

TABLE 7: Self-Reported Class Rank by SAT Average (1983-84 SDQ Question 5)

	Self-Reported Class Rank								
	Top Tenth	Second Tenth	Second Fifth	Third Fifth	Fourth Fifth	Lowest Fifth	Total	Median Percentile Rank	Number Responding
Pct Males	20.5	20.7	26.9	27.4	3.8	0.7	100.0	73.4	411,892
Pct Females	22.2	21.3	25.6	27.1	3.3	0.5	100.0	74.9	451,546
Pct Total	21.4	21.0	26.2	27.2	3.5	0.6	100.0	74.2	863,438
Total Percent with This Rank or Better	21.4	42.4	68.6	95.9	99.4	100.0			
Pct SAT Avg 600 or over	68.0	20.0	8.9	2.7	0.3	0.1	100.0	92.6	77,513
Pct SAT Avg 500 to 599	36.5	29.2	23.2	10.1	0.8	0.1	100.0	85.3	197,482
Pct SAT Avg 400 to 499	14.5	23.3	32.5	26.9	2.4	0.3	100.0	72.5	282,298
Pct SAT Avg below 400	4.8	13.1	27.0	46.4	7.3	1.3	100.0	57.8	254,040
SAT-Verbal Mean – Males	521	459	424	386	366	357	439		387,510
SAT-Verbal Mean – Females	503	443	410	368	339	322	424		423,785
SAT-Verbal Mean – Total	511	450	417	377	353	341	431		811,295
SAT-Math Mean – Males	607	533	484	429	399	387	501		387,513
SAT-Math Mean – Females	548	476	435	385	352	337	453		423,784
SAT-Math Mean – Total	575	503	459	406	377	365	476		811,297

TABLE 8: Estimated High School Grade Point Average (1983-84 SDQ Questions 6-17)

	Male		Female		Total	
	Number	%	Number	%	Number	%
3.75-4.00	56,644	13.4	75,580	16.0	132,224	14.8
3.50-3.74	43,178	10.2	59,727	12.6	102,905	11.5
3.25-3.49	50,177	11.9	63,796	13.5	113,973	12.7
3.00-3.24	71,758	17.0	83,163	17.6	154,921	17.3
2.75-2.99	52,092	12.3	58,344	12.3	110,436	12.3
2.50-2.74	55,916	13.2	56,621	12.0	112,537	12.6
2.25-2.49	39,878	9.4	35,476	7.5	75,354	8.4
2.00-2.24	31,383	7.4	25,450	5.4	56,833	6.3
Under 2.00	21,257	5.0	15,252	3.2	36,509	4.1
Number Responding	422,283		473,409		895,692	
Mean	2.98		3.09		3.04	
Standard Deviation	.62		.59		.61	

III. SOCIOECONOMIC CHARACTERISTICS

TABLE 9: Ethnic Background (1983-84 SDQ Question 37)

	Male		Female		Total	
	Number	%	Number	%	Number	%
American Indian	2,143	0.5	2,425	0.5	4,568	0.5
Black	32,165	7.7	48,512	10.3	80,677	9.1
Mexican-American	8,574	2.0	9,601	2.0	18,175	2.0
Oriental	20,490	4.9	19,500	4.2	39,990	4.5
Puerto Rican	5,148	1.2	6,061	1.3	11,209	1.3
White	340,768	81.2	373,120	79.5	713,888	80.3
Other	10,447	2.5	10,148	2.2	20,595	2.3
Number Responding	419,735		469,367		889,102	100.0
Minority Students	78,967	18.8	96,247	20.5	175,214	19.7

TABLE 10: Annual Parental Income by Ethnic Group (1983-84 SDQ Questions 37, 41-43)

Income	American Indian %	Black %	Mexican-American %	Oriental %	Puerto Rican %	White %	Other %	No Ethnic Response %	All Students %
Under $6,000	7.8	13.9	8.0	8.1	14.2	2.0	10.4	6.2	3.9
$6,000-11,999	15.3	23.1	18.0	13.9	22.1	5.9	17.8	11.9	8.6
12,000-17,999	15.7	18.9	17.8	12.7	18.1	9.4	16.0	13.0	10.9
18,000-23,999	14.5	15.0	16.8	12.7	13.4	12.8	13.6	13.8	13.1
24,000-29,999	12.0	8.8	11.8	10.3	9.1	13.2	9.8	12.2	12.5
30,000-39,999	14.6	9.7	13.7	14.7	9.9	20.4	12.0	16.7	18.7
40,000-49,999	9.0	5.7	7.2	10.9	5.7	13.9	7.7	10.4	12.6
50,000 or over	11.1	4.9	6.6	16.8	7.4	22.3	12.7	15.9	19.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding (Income)	4,072	70,447	16,586	35,274	9,795	631,571	17,608	13,619	798,972
Number Responding to SDQ	4,568	80,677	18,175	39,990	11,209	713,886	20,595	45,888	934,990
Mean Contribution	$2,030	$1,240	$1,410	$2,420	$1,250	$3,400	$1,910	$2,520	$3,050
Median Contribution	$620	$0	$230	$900	$0	$2,030	$370	$1,130	$1,650
Mean Income	$29,200	$21,100	$25,000	$33,700	$23,000	$41,400	$26,700	$33,900	$38,300
Median Income	$22,500	$16,000	$19,900	$25,400	$16,400	$32,900	$20,200	$26,600	$30,400

TABLE 11: Estimated Parental Contribution toward Applicants' Education, by SAT Average (Calculated from 1983-84 SDQ Questions 27, 41-43)

Plan to Apply for Financial Aid %	Parental Contribution	SAT Average: Below 350 %	350-399 %	400-449 %	450-499 %	500-549 %	550-599 %	600-649 %	650 or over %	No SAT %	All Students %
93.5	$0	36.1	23.9	19.5	16.3	14.1	12.2	10.4	8.1	33.9	20.7
90.2	$1-499	11.5	10.3	9.2	8.4	7.5	6.6	5.6	4.9	9.8	8.8
87.5	$500-999	11.5	12.3	11.9	11.4	10.8	10.1	8.8	7.7	10.3	11.1
85.3	$1,000-1,499	6.9	7.8	7.8	7.7	7.5	7.3	7.0	5.7	6.5	7.4
83.0	$1,500-1,999	4.4	5.4	5.6	5.8	5.6	5.5	5.4	4.6	4.3	5.3
79.3	$2,000-2,999	9.6	11.8	12.7	13.1	13.5	13.4	13.1	12.2	9.7	12.2
69.4	$3,000-3,999	4.0	5.5	6.1	6.5	6.8	7.1	7.2	7.2	4.5	6.0
65.6	$4,000-4,999	3.2	4.4	5.1	5.3	5.8	6.0	6.5	6.6	3.8	5.0
61.8	$5,000-5,999	4.1	5.8	6.9	7.9	8.5	9.6	10.4	11.2	5.1	7.2
54.9	$6,000-7,999	3.2	4.6	5.4	6.0	6.7	7.2	7.9	9.6	4.1	5.6
56.6	$8,000-9,999	0.6	0.8	0.9	1.0	1.1	1.1	1.2	1.2	0.8	0.9
43.7	$10,000-Over	4.8	7.4	8.9	10.5	12.1	13.9	16.5	20.9	7.3	10.0
76.5	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
890,953	Number Responding	121,570	108,109	130,099	128,251	106,075	73,211	42,750	26,592	46,954	783,611
1037,814	Number in Report	176,112	145,441	169,250	163,319	133,265	90,975	53,062	33,315	73,075	1037,814
$2,310	Mean Contribution	$1,870	$2,570	$2,940	$3,260	$3,570	$3,880	$4,280	$4,900	$2,310	$3,050
$1,110	Median Contribution	$600	$1,220	$1,640	$2,030	$2,340	$2,620	$2,980	$3,940	$810	$1,650
$32,200	Mean Income	$27,700	$34,300	$37,700	$40,500	$43,100	$45,700	$48,600	$53,300	$30,900	$38,300
$26,800	Median Income	$21,400	$27,500	$30,200	$32,300	$34,100	$36,100	$38,700	$42,600	$23,300	$30,400

IV. COLLEGE PLANS

TABLE 12: Degree-Level Goals (1983-84 SDQ Question 24)

Number Responding	423,931 Males	472,738 Females	896,669 Total
	%	%	%
Two-Year Training Program	2.9	2.8	2.9
Associate in Arts Degree	1.4	2.8	2.2
BA or BS Degree	32.0	33.4	32.7
MA or MS Degree	27.7	25.2	26.4
MD, PhD, Other Professional Degree	19.3	17.7	18.4
Undecided	16.7	18.1	17.5
Two-Year Program or Degree	4.2	5.7	5.0
Graduate Study	47.0	42.9	44.8

TABLE 13: Plans to Ask College for Special Assistance, by Areas of Need and Ethnic Group (1983-84 SDQ Questions 37, 44)

	American Indian	Black	Mexican-American	Oriental	Puerto Rican	White	Other	Total
	%	%	%	%	%	%	%	%
Educational Counseling	33.7	30.2	42.0	40.9	35.2	34.5	34.6	33.4
Voc/Career Counseling	22.7	23.6	29.8	31.9	24.3	25.9	26.1	25.1
Mathematical Skills	24.2	31.6	28.7	20.3	21.5	16.5	22.2	18.0
Reading Skills	11.6	12.2	16.3	20.4	12.9	9.4	13.5	10.1
Writing Skills	17.0	19.2	22.6	27.7	17.1	13.6	19.2	14.7
Study Skills	27.6	32.4	31.9	24.3	24.4	22.9	23.7	23.3
Part-Time Work	43.8	53.1	44.8	40.6	48.1	39.7	40.1	39.8
Personal Counseling	5.2	4.9	5.1	5.6	5.0	3.4	5.2	3.7
Seeking Assistance	88.8	94.5	93.0	90.1	90.4	81.3	87.7	80.8
Number Responding	4,568	80,677	18,175	39,990	11,209	713,888	20,595	934,990

TABLE 14: Intended Areas of Study - First Choice (1983-84 SDQ Question 61)

Number Responding	413,781 Males	465,123 Females	878,904 Total		
	Male %	Female %	Total %	SAT Verbal Mean	SAT Math Mean
Arts and Humanities	8.4	11.1	9.8	440	456
Architecture/Environmental Design	2.6	0.7	1.6	415	486
Art	2.1	4.5	3.4	407	421
English/Literature	0.9	1.7	1.3	520	494
Foreign Languages	0.3	1.3	0.8	483	487
Music	1.5	1.3	1.4	438	457
Philosophy and Religion	0.5	0.2	0.3	467	482
Theater Arts	0.6	1.4	1.0	441	439
Biological Sciences and Related Areas	14.4	24.2	19.6	434	475
Agriculture	1.5	0.6	1.0	400	430
Biological Sciences	3.0	3.1	3.1	476	513
Forestry/Conservation	0.7	0.1	0.4	420	446
Health and Medical	9.2	20.3	15.1	428	471
Business, Commerce, and Communications	20.9	24.6	22.9	410	449
Business and Commerce	17.6	20.5	19.1	403	449
Communications	3.2	4.1	3.7	446	447
Physical Sciences and Related Areas	37.1	13.4	24.6	440	523
Computer Science/Systems Analysis	12.1	7.7	9.7	411	483
Engineering	21.4	3.6	12.0	453	543
Mathematics	1.2	1.1	1.1	457	578
Physical Sciences	2.5	1.0	1.7	501	564
Social Sciences and Related Areas	13.0	20.7	17.1	437	456
Education	2.1	6.8	4.6	398	425
Ethnic Studies	0.0	0.0	0.0	378	376
Geography	0.0	0.0	0.0	419	466
History and Cultures	0.6	0.3	0.5	494	480
Home Economics	0.1	0.8	0.5	384	408
Library Science	0.0	0.0	0.0	463	442
Military Science	1.4	0.1	0.7	438	473
Psychology	1.4	5.3	3.5	436	453
Social Sciences	7.3	7.4	7.3	461	478
Miscellaneous	6.3	6.0	6.1	423	463
Other	1.0	0.8	0.9	395	430
Trade and Vocational	0.9	0.7	0.8	346	383
Undecided	4.4	4.5	4.4	442	433

TABLE 15, Part 1: Intended Specific Fields of Study - First Choice (1983-84 SDQ Question 61)

	Number	%
Agriculture		
Agriculture Econ	623	0.1
Agronomy	327	0.0
Animal Science	1,930	0.2
Dairy Science	261	0.0
Farming, Ranching	768	0.1
Fish and Game	2,458	0.3
Food Science	270	0.0
Horticulture	534	0.1
Landscaping	533	0.1
Soil Sciences	69	0.0
Other, Unspecified	1,386	0.2
Architecture/Environmental Design		
Architecture	10,193	1.2
City Planning	153	0.0
Urban Development	184	0.0
Other, Unspecified	3,378	0.4
Art		
Art History	359	0.0
Commercial Art	6,794	0.8
Design	1,921	0.2
Fashion Design	4,747	0.5
Graphic Arts	2,839	0.3
Interior Dec	3,560	0.4
Museum Work	87	0.0
Photography	2,749	0.3
Printing	278	0.0
Studio Art	1,553	0.2
Other, Unspecified	4,576	0.5
Biological Sciences		
Bacteriology	520	0.1
Biochemistry	3,461	0.4
Biology	8,126	0.9
Biophysics	366	0.0
Botany	159	0.0
Ecology	434	0.0
Marine Biology	4,234	0.5
Physiology	1,016	0.1
Zoology	2,084	0.2
Other, Unspecified	6,678	0.8
Business and Commerce		
Accounting	39,811	4.5
Advertising	5,094	0.6
Bus Mgt and Admin	57,596	6.6

	Number	%
Business and Commerce (Continued)		
Court Reporting	712	0.1
Finance and Banking	6,372	0.7
Hotel/Restaurant	5,364	0.6
Industrial Mgt	856	0.1
Marketing	7,110	0.8
Personnel Work	961	0.1
Real Estate	1,512	0.2
Sales and Retailing	4,703	0.5
Secretarial Studies	10,874	1.2
Transportation	799	0.1
Other, Unspecified	26,455	3.0
Communications		
Film	2,379	0.3
Journalism	9,654	1.1
Radio and TV	11,293	1.3
Other, Unspecified	9,350	1.1
Computer Science/Systems Analysis		
Computer Science	37,784	4.3
Data Processing	11,966	1.4
Systems Analysis	5,850	0.7
Other, Unspecified	30,083	3.4
Education		
Agricultural Educ	182	0.0
Art Education	386	0.0
Business Education	642	0.1
Child Development	3,969	0.5
College Teaching	339	0.0
Ed Administration	184	0.0
Ed of Exc Children	1,033	0.1
Ed of the Deaf	1,100	0.1
Ed of the Mntly Ret	2,688	0.3
Elem Education	9,709	1.1
General Education	1,175	0.1
Guidance Counseling	570	0.1
Health Education	232	0.0
Home Economics Ed	163	0.0
Industrial Arts Ed	274	0.0
Music Education	1,207	0.1
Physical Education	7,014	0.8
Recreation	597	0.1
Secondary Education	3,093	0.4
Speech Therapy	777	0.1

	Number	%
Education (Continued)		
Vocational/Ind Educ	177	0.0
Other, Unspecified	4,648	0.5
Engineering		
Aerospace/Aeron	16,187	1.8
Agricultural Eng	613	0.1
Air-Conditioning	212	0.0
Architectural Eng	3,872	0.4
Ceramic Eng	167	0.0
Chemical Eng	6,314	0.7
Civil Engineering	4,786	0.5
Construction/Trnsp	725	0.1
Drafting	1,983	0.2
Electrical Eng	25,781	2.9
Engineering Aide	198	0.0
Engineering Design	1,510	0.2
Eng Sciences	1,885	0.2
Indust and Mgt Eng	2,172	0.2
Indust Lab Tech	180	0.0
Instrumentation	198	0.0
Materials Science	73	0.0
Mechanical Eng	10,502	1.2
Metallurgical Eng	241	0.0
Mining and Mineral	172	0.0
Naval Arch/Marine	802	0.1
Nuclear Technology	1,234	0.1
Petroleum Eng	1,073	0.1
Plastics Tech	59	0.0
Quality Control	55	0.0
Surveying	158	0.0
Textile Eng	135	0.0
Other, Unspecified	23,960	2.7
English and Lit		
Creative Writing	3,968	0.5
English	2,892	0.3
Literature	1,147	0.1
Speech	207	0.0
Other, Unspecified	3,330	0.4
Ethnic Studies		
American Indian	29	0.0
Black Studies	41	0.0
Mexican-American	12	0.0
Spanish-American	10	0.0
Other, Unspecified	25	0.0

TABLE 15, Part 2: Intended Specific Fields of Study - First Choice (1983-84 SDQ Question 61)

	Number	%
Foreign Languages		
Classical Lang	237	0.0
Eastern Languages	145	0.0
French	1,515	0.2
German	448	0.1
Interpreting/Trans	1,149	0.1
Italian	98	0.0
Linguistics	318	0.0
Russian	236	0.0
Spanish	1,390	0.2
Other, Unspecified	1,894	0.2
Forestry and Conserv	3,545	0.4
Geography	245	0.0
Health and Medical Professions		
Dental Assisting	1,035	0.1
Dental Hygiene	3,026	0.3
Dental Technology	1,354	0.2
Health and Safety	392	0.0
Lab Technology	1,726	0.2
Medical Assisting	1,945	0.2
Med Recs Librarian	299	0.0
Medical Technology	4,393	0.5
Nursing-Practical	1,889	0.2
Nursing-Registered	28,014	3.2
Occupatnl Therapy	1,477	0.2
Optometry	1,225	0.1
Pharmacy	4,007	0.5
Physical Therapy	11,837	1.3
Predentistry	3,939	0.4
Premedicine	38,952	4.4
Preveterinary	7,826	0.9
Radiology/X-Ray	2,931	0.3
Other, Unspecified	16,013	1.8
History and Cultures		
American	1,436	0.2
Ancient	438	0.0
Area and Regional	113	0.0
European	686	0.1
Other, Unspecified	1,509	0.2
Home Economics		
Clothing/Textiles	940	0.1
Family Relations	109	0.0
Food and Nutrition	1,689	0.2
Infant/Child Care	537	0.1
Institutional Mgt	117	0.0
Other, Unspecified	641	0.1
Library Science	217	0.0
Mathematics		
Statistics	791	0.1
Other, Unspecified	9,169	1.0
Military Science		
Air Science	2,731	0.3
Merchant Marine	288	0.0
Military Sci-Army	1,322	0.2
Naval Science	975	0.1
Other, Unspecified	975	0.1
Music		
Composition/Theory	969	0.1
Instrumental Music	4,888	0.6
Music History	85	0.0
Voice	2,740	0.3
Other, Unspecified	3,272	0.4
Philosophy and Religion		
Ministry	1,135	0.1
Philosophy	541	0.1
Religion	481	0.1
Theology	427	0.0
Other, Unspecified	476	0.1
Physical Sciences		
Astronomy	1,113	0.1
Chemistry	4,276	0.5
Earth Science	231	0.0
Geology	936	0.1
Meteorology	705	0.1
Oceanography	917	0.1
Physical Sciences	718	0.1
Physics	3,221	0.4
Other, Unspecified	2,835	0.3
Psychology		
Child Psychology	7,723	0.9
Experimental Psych	1,307	0.1
General Psychology	6,329	0.7
Social Psychology	4,486	0.5
Other, Unspecified	10,583	1.2
Social Sciences		
Anthropology	800	0.1
Correction Admin	249	0.0
Economics	2,092	0.2
Fire Science	255	0.0
Foreign Service	776	0.1
Govern Ser/Politics	1,265	0.1
Industrial Rel	129	0.0
International Rel	3,130	0.4
Law Enforcement	7,381	0.8
Political Science	5,782	0.7
Prelaw/Law	30,463	3.5
Public Admin	391	0.0
Social Work	3,773	0.4
Sociology	1,363	0.2
Other, Unspecified	6,461	0.7
Theater Arts		
Acting	2,942	0.3
Dance	1,977	0.2
Drama	785	0.1
Theater Arts	1,599	0.2
Other, Unspecified	1,811	0.2
Trade and Vocational		
Airline Hostess	1,811	0.2
Auto Maintenance	1,232	0.1
Aviation Maint	640	0.1
Building Construc	466	0.1
Carpentry	577	0.1
Cosmetology	1,087	0.1
Mortuary Service	170	0.0
Other, Unspecified	798	0.1
Other	8,039	0.9
Undecided	38,830	4.4

TABLE 16: Advanced Placement Plans by Honors Course Participation (1983-84 SDQ Questions 12-18)

947,205 Requests by 514,957 Students, Who Represent 55.1% of the Students Responding to the SDQ

	English	Mathematics	Foreign Languages	Biological Sciences	Physical Sciences	Social Studies	Art and Music
Honors Courses:							
Number Who Took an Honors Course, by Subject	175,905	156,168	72,251	104,492	104,215	111,612	N/A
Of Those Who Took an Honors Course, by Subject, % Who Want Advanced Placement in That Subject	55.0	54.7	39.9	25.1	31.0	42.2	N/A
Nonhonors Courses:							
Number Who Took a Nonhonors Course, by Subject	720,692	740,132	719,209	755,834	716,280	780,596	N/A
Of Those Who Took a Nonhonors Course, by Subject, % Who Want Advanced Placement in That Subject	19.6	17.6	11.5	7.9	9.1	10.0	N/A
Total:							
% Who Plan to Apply for Advanced Placement, by Subject	25.9	23.4	12.2	9.4	10.8	13.7	5.8

TABLE 17: Housing Preferences (1983-84 SDQ Question 30)

Number Responding	416,533 Males	468,321 Females	884,854 Total
	%	%	%
At Home	22.1	25.2	23.7
Single-Sex Dorm	16.0	24.8	20.7
Coed Dorm	40.9	34.2	37.4
Fraternity or Sorority	4.4	3.9	4.2
On-Campus Apartment	9.9	6.6	8.2
Off-Campus Apartment	6.8	5.1	5.9

TABLE 18: Extracurricular Activities in High School and Plans for College (1983-84 SDQ Questions 45-46)

Number Responding to at Least One Activity	414,599 Males		466,092 Females		880,691 Total	
Extracurricular Activities	Active in H.S.	Will Be Active	Active in H.S.	Will Be Active	Active in H.S.	Will Be Active
	%	%	%	%	%	%
Athletics, Incl Intramural and Community	80.7	68.2	60.5	45.3	70.0	56.1
Ethnic Organizations	5.8	5.5	7.8	7.4	6.9	6.5
Journalism, Debating, Dramatics	23.5	20.6	32.6	29.3	28.3	25.2
Art, Music, or Dance	32.3	24.6	51.6	43.8	42.5	34.8
Departmental or Preprofessional Clubs	11.2	18.9	15.2	19.0	13.3	18.9
Religious Organizations	30.7	20.7	37.9	26.0	34.5	23.5
Social or Community Clubs	36.5	39.9	50.1	55.4	43.7	48.1
Student Government	19.5	18.0	27.7	24.1	23.9	21.2
Average Extracurricular Participation Rate	30.0	27.0	35.4	31.3	32.9	29.3

V. HIGH SCHOOLS

TABLE 19: Type of High School (1983-84 SDQ Question 2)

	Number	%
Public	726,774	80.2
Other Than Public	179,346	19.8
Number Responding	906,120	

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